

Information for Participants AB 466 and Advanced Reading Institutes, K-6/ Reading First Institutes, K-3 2004-2005

COURSE REQUIREMENTS - ADVANCED II and MASTERY K-3 OPTIONS

4 Qtr. Units Course No. X 324.306F

Pass, No Pass ADV II and MASTERY K-3: Research-based Methods for Reading

Comprehension

Instructor: Alice R. Furry, Ph.D.

Course 1:

Content: Introduces and examines the scientific research on the relationship of oral fluency and reading comprehension and approaches to instruction; Discusses how effective comprehension of sentences is essential to accurately understand text; Explores the relationship between grammatical awareness and comprehension; Identifies ways instruction integrates sentence comprehension into contextual reading.

Course Requirements: It is expected that the student will complete all of the following requirements to receive 4 quarter units and a grade of PASS:

- 1. Attend the morning and afternoon sessions of the five-day Institute, approximately 6 hours a day for 30 hours of training;
- 2. Complete the four daily independent study work assignments, approximately 10 hours of study and written work;
- 3. Participant fully in the Institute activities each day;
- 4. Write a <u>350-word essay</u> that focuses on how reading comprehension is taught through the district's adopted reading-language arts program at your grade during the first six weeks of school. The essay should address how reading comprehension is taught in the program; and should discuss the initial problems with teaching reading comprehension strategies and skills and how you resolved these problems through your enactment of lesson preparation, lesson delivery, and reflection on student evidence of success.
- 5. Read Chapter 3, pp. 41-59 and Chapter 6, pp. 115-137, in Joanne F. Carlisle and Melinda S. Rice, *Improving Reading Comprehension: Research-Based Principles and Practices* (2002), Baltimore, Maryland: York Press. [Reprints Provided].
- 6. Write a <u>350-word essay</u> on introducing and discussing scientific research findings on how relationship of fluency and comprehension and how grammatical knowledge links with comprehension; and on instructional approaches for improving sentence comprehension.

4-unit Essay On-line Submission Guidelines:

Submit on-line at www.csbe.ca.gov/ucla. Visit this website for a full explanation of the online essay submission system and frequently asked questions.

When submitting on-line, be prepared to supply the following information: First name, Last name, Contact phone number

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District, School Email address (required for grade notification) UCLA course number, UCLA registration number Social Security Number or UCLA ID number Completed Essays

Submission Deadlines:

Spring term Essay Submission by June 30, 2004, for participants attending a 40-hour Institute March 1, 2004-April 30, 2004.

Summer term Essay Submission by November 26, 2004, for participants attending a 40-hour Institute May 1, 2004-October 15, 2004.

Winter Term Essay Submission by May 27, 2005, for participants attending a 40-hour Institute November 1, 2004-March 31, 2005.

Grade/Transcript Guidelines:

Your email address will be used to notify you when your grade is posted, along with instructions on how to access your grade and request a transcript.





COURSE REQUIREMENTS - ADVANCED II and MASTERY K-3 OPTIONS

8 Qtr. Units Course No. X 324.306P

Pass, No Pass ADV II and MASTERY K-3: Research to Practice for Vocabulary

Instruction

Instructor: Alice R. Furry, Ph.D.

Course 2:

Content: Examines the nature of problems with reading comprehension; Reviews the factors that influence reading comprehension; Provides insight on how to work with students with comprehension problems; Discusses relationship of language development and reading comprehension and approaches to instruction for the elementary grades.

Course Requirements: The student is expected to complete all of the following requirements to receive 8 quarter units and a grade of PASS:

- 1. Complete a total of 80 hours required for the Passport Portfolio program of the AB 466 or Reading First Institute.
- 2. Write a <u>350-word essay</u> on major insights on how well students are handling reading comprehension and select one or two students to elaborate on how you have worked with students who demonstrated weakness in this skill domain (to be written after the 30th week of school).
- 3. Read Chapter 2, pp. 17-40; Chapter 4, pp. 61-91; and Chapter 8, pp. 163-179 and pp. 183-191, in Joanne F. Carlisle and Melinda S. Rice, *Improving Reading Comprehension: Research-Based Principles and Practices* (2002), Baltimore, Maryland: York Press. [Paperback Provided].
- 4. Write a <u>400-word essay</u> which identifies the kinds of difficulties students encounter with reading comprehension; explain why and when explicit comprehension strategies are taught; discuss the relationship of language development and reading comprehension; and identify and explain instructional methods that best serve stuggling readers.

8-unit Essay On-line Submission Guidelines:

Submit on-line at www.csbe.ca.gov/ucla. Visit this website for a full explanation of the online essay submission system and frequently asked questions.

When submitting on-line, be prepared to supply the following information: First name, Last name, Contact phone number District, School Email address (required for grade notification) UCLA course number, UCLA registration number Social Security Number or UCLA ID number

Submission Deadlines:

Spring term Essay Submission by March 25, 2005, for participants attending a 40-hour Institute March 1, 2004-April 30, 2004.

Summer term Essay Submission by July 15, 2005, for participants attending a 40-hour Institute May 1, 2004-October 15, 2004.

Winter Term Essay Submission by August 19, 2005, for participants attending a 40-hour Institute November 1, 2004-March 31, 2005.

Grade/Transcript Guidelines:

Your email address will be used to notify you when your grade is posted, along with instructions on how to access your grade and request a transcript.

General Information Available at the Information Desk